

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study that describes the reason why the writer conducts the study. It also contains the problem of the study, objective of the study research hypothesis, scope and limitation of the study and significance of the study. Next, significance of this study is provided. Finally, the definitions of the key term are given to avoid of those terms.

### A. Research Background

In Indonesia, English was taught in any educational level, especially in junior high school. The objective of teaching English at the Junior High School/Islamic Junior High School (SMP/MTs) based on the School Based Curriculum was that the students could develop their communicative competence both in oral and written forms to achieve a certain functional stage.<sup>1</sup> It involved four English skills; those were speaking, listening, reading and writing. Those skills were divided into productive skills and receptive skills. As Harmer stated, "Speaking and writing involve language production and were therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and were therefore often referred to as receptive skills."<sup>2</sup> From those four English skills, writing, one of productive skills, was often considered as the most difficult skill. It was also supported by Langan:

*"But writing was seldom an easy, one-step journey in which a finished paper comes out in a first draft. The truth was*

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<sup>1</sup>Depdiknas, "Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum)" (Jakarta: DEPDIKNAS, 2006), 15.

<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching*, New. (New York: Longman, 1991), 16.

*that writing was a process of discovery involving a series of steps, and those steps were very often a zigzag journey. Very often, writers do not discover just what they want to write about until they explore their thoughts in writing.”<sup>3</sup>*

Furthermore, Hedge believed, “to have an effective writing, it required a high degree to organize development of ideas or information, a great accuracy to avoid ambiguity, a complexity grammatical use, and correctly in vocabulary choosing.”<sup>4</sup> Despite its difficulties, Writing was an important activity in every language class. In addition, Nunan mentioned, there were three function of writing; (a) primarily for action (public signs e.g. on roads, letters, etc.); (b) primarily for information (newspapers, magazines, etc.); and (c) primarily for entertainment (comic, poetry, film subtitles, etc.).<sup>5</sup> It was describing as skill involving complex cognitive and physical activity to form letters or combining letters and demonstrating particular linguistics aspects which consist of word, spelling, sentence structure, etc. in order to express idea, thought, opinion, and feeling.<sup>6</sup>

Teacher might face some problem in teaching English for junior high school because English was not first language in this country. So that teacher should understand about the learning strategy which could they use in teaching learning. According to Nunan, strategies were defined as the mental and communicative procedures learners use in order to learn and use language.<sup>7</sup> Strategies might also help students elaborate language confidently, less time and energy. Learning strategy,

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<sup>3</sup> John Langan, *College Writing Skills with Readings*, 5th edition. (New York: McGraw-Hill Higher Education, 2011), 12.

<sup>4</sup> Tricia Hedge, *Writing; Resource Books for Teachers*, 1998th ed. (United Kingdom: Oxford University Press, n.d.), 5.

<sup>5</sup> David Nunan, *Language Teaching Methodology*. (London: Prentice Hall, 1991), 84.

<sup>6</sup> Stoddard and Perry, *Effective Writing: A Practical Grammar Review*, Boston: Irwin, 1998 (Boston: Irwin, 1998), 84.

<sup>7</sup> David Nunan, *Second Language Teaching & Learning* (Boston: Heinle & Heinle, 1999), 39.

according to Oxford, were the action taken by students to make learning easier, faster, more self-directed, more effective, and transferable to new situations.<sup>8</sup> Teacher should choose a learning strategy that enable students more active in learning process or student-centered method.

The students appeared to have many problems when writing in English. They experienced difficulties in writing for a variety of reasons. School identified that students have difficulties in planning, writing and revising text. Also, some students might have difficulty knowing how to organize their ideas, events, experiences because of limited spoken and written English and a new experience for them. Others may have difficulties in the 'mechanical' aspects of writing, such as handwriting, punctuation and spelling.<sup>9</sup> For students to succeed in a foreign language, writing skill, they needed to surround themselves in a language learning environment. In the case of Indonesia, Indonesian learners have little opportunities to use the foreign language in their society.<sup>10</sup> As a result, many problems occurred when they were in the school where the half of instruction was a foreign language like English.

On the other hand, the problem arose when the students learn about writing. The problem could be identified through these indicators: (1) The students had problem to develop the main idea into paragraph. (2) They still confused with the grammar rules such as the concept of subject, verb and so on. (3) They were difficult to compose writing that comprehensible because they have limited vocabulary. (4) The students had low motivation in writing because the teacher still

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<sup>8</sup>Rebecca L. Oxford, *Language Learning Styles and Strategies* (United Kingdom: Heinle & Heinle, 1990), 47.

<sup>9</sup>NSW Public Schools, *Writing and Spelling Strategies: Assisting Students Who Have Additional Learning Support Needs* (Sydney: NSW Department of Education and Training, 2007), 7.

<sup>10</sup>Haris Masduqi, "Critical Thinking Skills and Meaning in English Language Teaching," *TEFLIN*, no. 22 (2011): 37.

confused about teaching and media which suit to the current curriculum in writing. Consequently, students' achievement was not equal; the smarter students got high rank, but for who had unwell in English, they got score lower. In addition, Saddler et al. wisely remarked in Westwood's book that, good writing was not only hard work, but also it was an extremely complex and challenging mental task.<sup>11</sup>

Meanwhile, not only students often found difficulties in writing but teachers also found it. The teachers were also difficult to teach writing because it was complicated skill to teach, which, more or less, affects the students' learning outcomes and had a long process.<sup>12</sup> Communicating in process of writing activities started from pre-writing, drafting, revising, and editing discover and produce ideas and view. Furthermore, the teacher still used conventional teaching to teach English. The traditional or conventional teaching methods were teacher-centered and include the use of lesson and discussions while the problem-solving element was presented or discussed with the teacher, the syllabus, the teaching materials and the students' assessment were determined by teacher and transmitted to students in various lectures<sup>13</sup>

In order to solve the students' problem, the teacher hoped they were able to find the solution to improve students' writing skill. To solve the problem easier, the teacher could use media in teaching and learning process. According to Moussaid, media was very beneficial for EFL teaching and learning since it enables students to develop knowledge of material being taught, be engaged, have facilities of active learning strategies which could promote deeper

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<sup>11</sup>Westwood, op.cit., p. 57

<sup>12</sup>Nguyen Ho Hoang Thuy, "Teaching EFL Writing in Vietnam: Problems and Solutions- A Discussion from the Outlook of Applied Linguistics," *VNU Journal of Science*, no. 25 (2009): 62.

<sup>13</sup>Cottel and Millis, *Cooperative Structures in The Instruction of Accounting Issues in Accounting Education*, 1993, 40.

learning.<sup>14</sup> Media could also be used to overcome the students' boredom and to deliver information from sender to receiver which could attract their mind, feeling, attention and interest of the students, so that the teaching and learning process happened. It meant that media could develop the relation between teacher and students in the teaching and learning process effectively.

More specifically, regarding media richness and instructional appropriateness, Newby, Stepich, Lehman & Russell specifies the various characteristics of media to be considered; those were first real things, texts (hand-out, book, module), whiteboard, OHP, slide film, video, graph (picture and image), audio (tape, CD, DVD), and last software computer.<sup>15</sup> Through media with basis of ICT, some benefits could be found such as visualizing abstract concepts, easing difficult materials, enabling interaction between learners and learning materials, handling limitation of space, time and energy, and improving users' skill.

In Indonesia, however, there were still many schools that do not use media of ICT but still rely on traditional teaching media such as textbook and whiteboard a lot. In addition, Rahmatullah stated that students taught through textbook and whiteboard often do not pay attention during learning process since the students get bored and regard it less fun. She further states that the existence of textbook as a medium of teaching was still not optimal yet to be implemented.<sup>16</sup> In line with this, Munir also stated that learning should not depend on textbook as only material resource since teaching process was not about accomplishing presentation of

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<sup>14</sup>Moussaid S., *The Significant Role of Media in the EFL Learning Process* (Morroco: Yesmorroco.com, 2014), 16.

<sup>15</sup>Scanlan, C.L., *Instructional Media: Selection and Use*, 2014, 43, [http://www.umdj.edu/idsweb/idst5330/instructional\\_media.htm](http://www.umdj.edu/idsweb/idst5330/instructional_media.htm).

<sup>16</sup>Rahmatullah, "Pengaruh Pemanfaatan Media Pembelajaran Film Animasi Terhadap Hasil Belajar" (2015), 56.

books but helping learners to attain competence.<sup>17</sup> Thus teachers should apply as many material resources as possible in teaching.

Learners, moreover, were viewed as proactive participants in learning, actively seeking ways to analyse question, interpret, and understand, so they need media to facilitate and express their idea in teaching and learning process; for instance, learning through technology such as Internet. Technology had allowed individuals to obtain, assemble, analyse, and communicate information more detail and at a much faster pace than ever before possible. According to Newby, in his book entitled “Instructional Technology for Teaching and Learning”, technology could build good condition during the lessons.<sup>18</sup> Teacher and students could be cooperative to achieve the goal by asking some questions, the students look very enthusiastic respond the material. Moreover, this technology and process enhance the students’ opportunity to explore and attempt to establish meaning from the material.

Linking or browsing through internet, teacher could get a lot of newest material to teach, beside teacher could help the students to learn how to get it and increase new students’ knowledge about internet. Especially for education, the most important internet used was often found in technology, which was EdPuzzle. EdPuzzle such as e-learning had recently been implemented and given a lot of contribution towards learning process.<sup>19</sup> It was supported by British Council in 2007 that asserts that 69% of learners around the world with strong social network performed well academically.

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<sup>17</sup>Munir, *Kurikulum Berbasis Teknologi Informasi Dan Komunikasi* (Bandung: Alfabeta, 2008), 29.

<sup>18</sup>Newby. (et.all), *Instructional Technology for Teaching and Learning*. New Jersey: Prentice Hall, 2000.

<sup>19</sup>Rusman, Riyana, C, and Kurniawan, D, *Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi: Mengembangkan Profesionalitas Guru* (Jakarta: Rajawali Pers, 2012), 37.

According to Jeong-Bae Son in his journal research entitled “Using Web-Based Language Learning Activities in The ESL Classroom”; he stated that most of ESL students expected that they could master English in a limited time.<sup>20</sup> To fulfill the students’ expectations, the instructor conduct web – based learning to teach English four skills to the adult community English language program which was contain of 12 students from different countries. The result of the research was the students could be more enjoyed the Web activities and would like to use more EdPuzzle activities during and outside class time with the assistance of technology to be more actively engaged in learning.

Nowadays, almost all the people could operate technology, especially for student in junior high school. They used the technology to make them easy to access information from many online sources. This technology could help the student to get more explanation about their lesson outside the class to make them more understand.

This study focuses on the use of the combination between technology and traditional classroom. EdPuzzle became the media would be used to improve the second-grade learners of SMPN 1 Mojoanyar. A recount text was used because according to the teacher, most of her learners have lack score in this material.

A descriptive quantitative was implemented to analyse this study. The researcher would compare the learners score before and after using the EdPuzzle to investigate the progress of their learning. While the video, photo, and some paper exercise would be collected as the data validation. To measure the perspectives of the learners, the researcher would use the yes-no question.

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<sup>20</sup>Son, J B., “Using Web-Based Language Learning Activities in The ESL Classroom, International Journal of Pedagogies and Learning” 4 (2008): 28.

## **B. Research Question**

Based on the background study describes above, the researcher formulated the problem as the following question:

How is the effectiveness of EdPuzzle to improve students' writing skill on recount text?

## **C. Objective of the Research**

The researcher achieved objective to answer the problem of the research. Based on the problem above, this study is aimed to find out the effectiveness of EdPuzzle to improve students' writing skill in recount text

## **D. Hypothesis**

*H<sub>0</sub> = There was no significant difference effect between EdPuzzle and Conventional learning outcomes*

*H<sub>1</sub> = There were significant differences effect between EdPuzzle and Conventional learning outcomes*

## **E. Significant of the Research**

This study tried to know the writing English practices at SMPN 1 Mojoanyar, Mojokerto by EdPuzzle activities. The research was expected to give contribution to:

1. The students of SMPN 1 Mojoanyar, Mojokerto; this research could be used to know the student English achievement, especially to improve their writing competence
2. The teacher of SMPN 1 Mojoanyar, Mojokerto; this research could be used for measuring the students' writing competence
3. Especially for researcher; the research could be information in order to increase her knowledge and experience in teaching English using websites.



## F. Scope and Limit of the Research

This study only covered a limited number of students for the subject of study in the second-grade students of SMP N 1 Mojoanyar, Mojokerto. For this study, the focus was on how is the effect of EdPuzzle in teaching writing recount text from so that students might show progress in the end of the study. The population of this research was second grade of Junior High School in SMP N 1 Mojoanyar, Mojokerto.

## G. Definition of Key Terms

It was important for the researcher to make clear the terms used in this paper as these followings:

### 1. EdPuzzle

EdPuzzle was language learning that involves the use of the Web and exploits Web materials, resources, applications or tools.<sup>21</sup> It explained that EdPuzzle occurs with Web activities on the Web, which was important to use well-designed EdPuzzle activities to maximize language learning. EdPuzzle allowed students and teachers for flexibility of access, from anywhere and usually at any time essentially, it permitted participants to collapse time and space. According to Sarica, online learning must be done right because it had many promises but it takes commitment and resources.<sup>22</sup>

### 2. Writing Skill

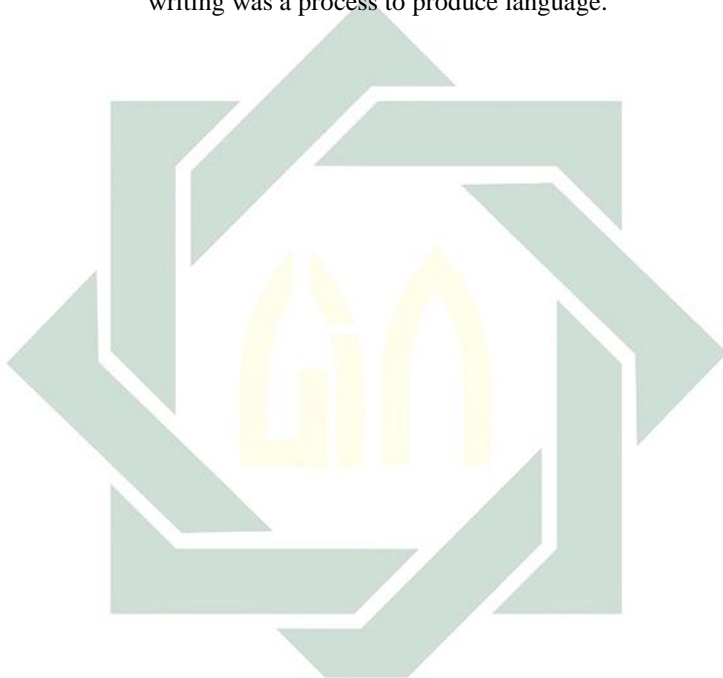
Writing was one way to communicate with other people. It was the representation of language which was used to express and explain ideas in a textual medium through the use of signs or symbols. There were several

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<sup>21</sup>Ibid., 24.

<sup>22</sup>Gulcin Nagehan Sarica and Nadire Cavus, *Web-Based English Language Learning*, 2008, 18.

definitions of writing. As Meyers states that writing was an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them.<sup>23</sup> While Boardman says that writing was a continuous process of thinking and organizing, rethinking and reorganizing.<sup>24</sup> The explanation above showed that writing was a process to produce language.



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<sup>23</sup>Meyers A., *Gateways to Academic Writing: Effective Sentences, Paragraphs and Essays* (New York: Pearson Education, 2005), 67.

<sup>24</sup>Boardman, C.A and J. Frydenberg, *Writing to Communicate (Paragraph and Assays)* (New York: Longman, 2002), 44.